

Diversifying Teacher Leaders at Lowell Public Schools

December 16, 2020



Vision

For students to see their racial and ethnic backgrounds represented in excellent teachers and leaders within their school by increasing LPS's diverse teaching workforce and retention rates of current diverse educators in the district.

Vision (cont.)

“Windows and mirrors ... students should be able to see mirror images of themselves leading classrooms. But if they’re students of color, they just get windows and are constantly seeing other people.”

– High School Principal, East Coast

Developing Racial Parity Between Teachers and Students

- Minority teachers can be more motivated to work with disadvantaged minority students
- Minority teachers tend to have higher academic expectations for minority students,
- Minority students profit from having among their teachers individuals from their own racial and ethnic group who can serve as academically successful role models
- Positive exposure to individuals from a variety of races and ethnic groups, especially in childhood, can help to reduce stereotypes, attenuate unconscious implicit biases and help promote cross-cultural social bonding.
([Albert Shanker Institute, 2015; Holt & Gershenson, 2015](#))
- Greater equitable assignment to honors and competitive academic programs improvements on disciplinary outcomes
- Improved academic outcomes for students
(Villegas & Irvine, 2010)

An Outsized Market Share of Educators of Color

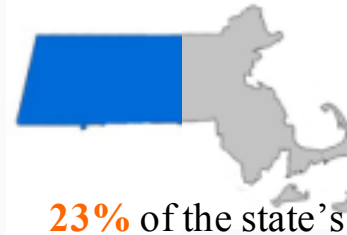
BPS employs just 6% of all teachers in Massachusetts.



8% of MA teachers are teachers of color.

- 3% of the state's teachers are Black
- 3% of the state's teachers are Latinx
- 2% of the state's teachers are Asian

Yet BPS accounts for...

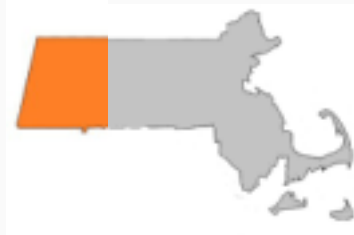


47% of the state's Black teachers.

23% of the state's Latinx teachers.



23% of the state's Asian teachers.



Note: Based on DESE data for SY17-18; BPS number do not reflect Horace Mann Charter Schools

~46% of BPS teachers are teachers of color.

~86% of BPS Students are POC

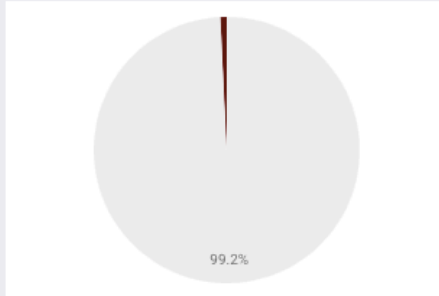


TOTAL
1,683

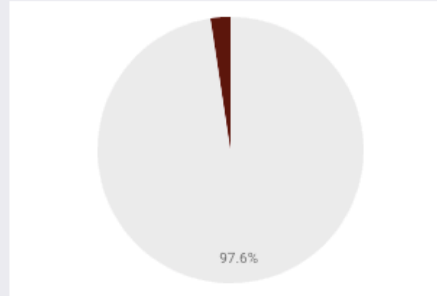
Staff Diversity - Survey

Fall 2020 – still in progress

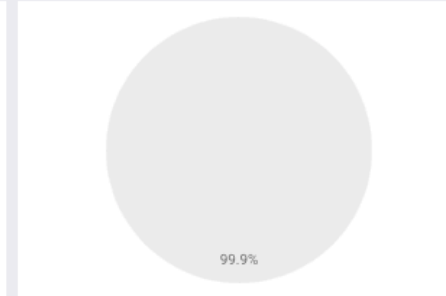
American Indian or Alaska Native



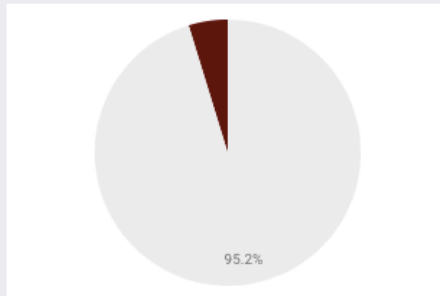
Black or African American



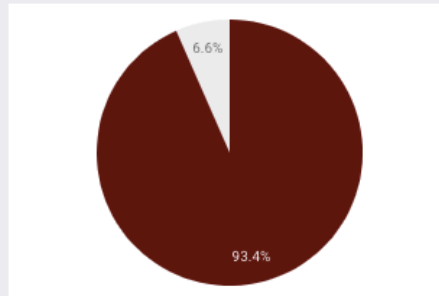
Native Hawaiian or other Pacific Islander



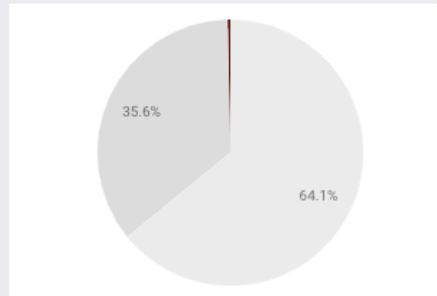
Asian



White or Caucasian



Brazilian





TOTAL
867

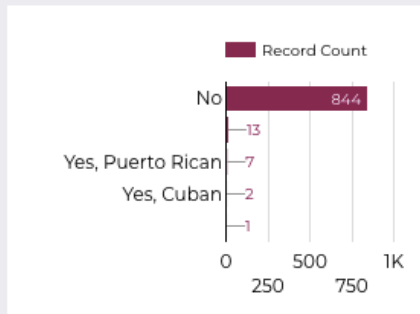
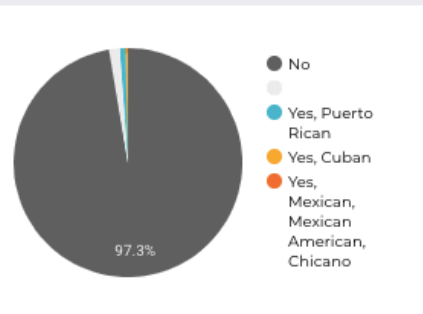
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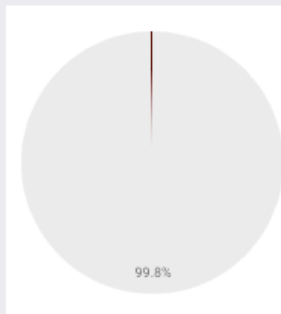
Bargaining Unit: UTLT

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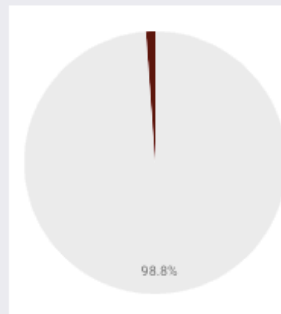
Do you identify as Hispanic, Latino, or Spanish origin?



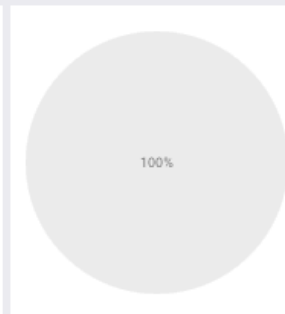
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Black or African American

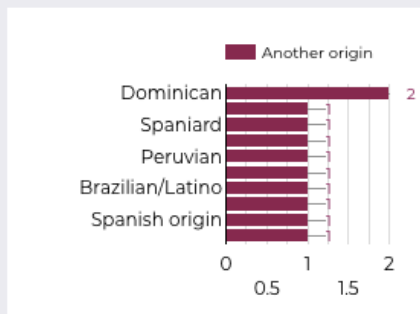
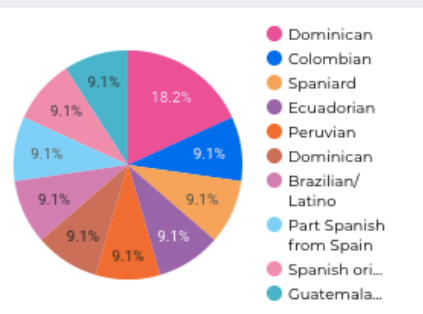


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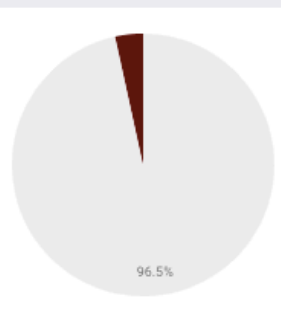


Another Hispanic, Latino, or Spanish origin

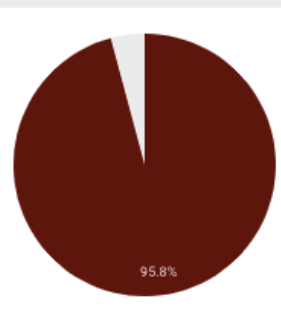
Another origin
11



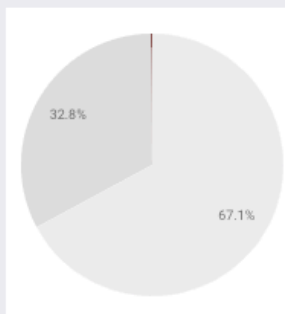
Asian



White or Caucasian



Brazilian





TOTAL
178

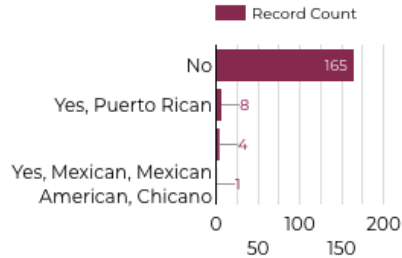
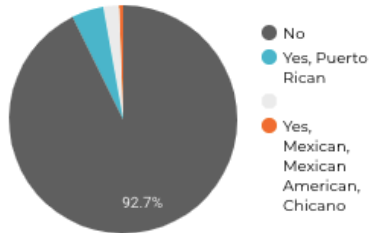
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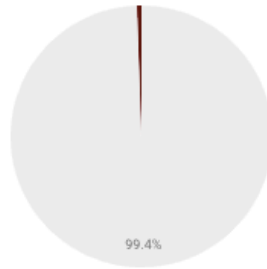
Bargaining Unit: UTLP

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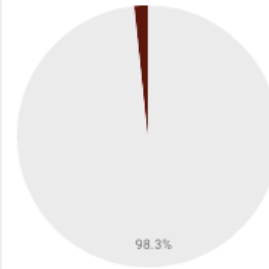
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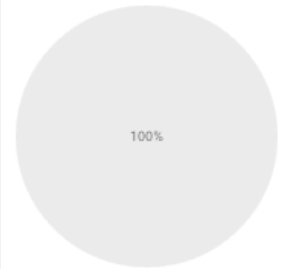
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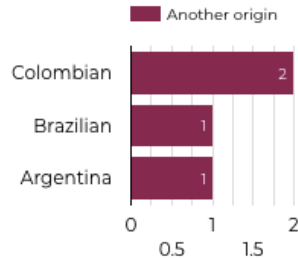
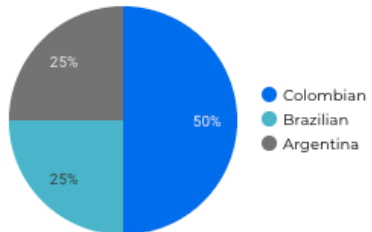


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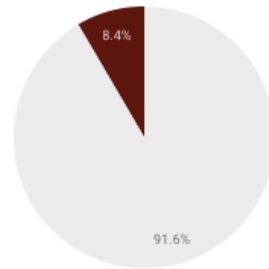


Another Hispanic, Latino, or Spanish origin

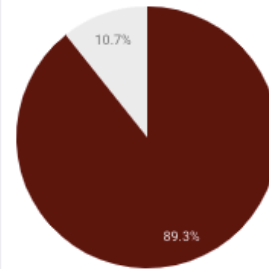
Another origin
4



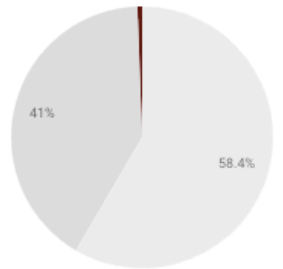
Asian



White or Caucasian



Brazilian



Recipient of Competitive Grants

- DESE Teacher Diversification Pilot Program
- Parker Foundation – Diversifying Teacher Leadership Grant

Core Program Components of Diversifying Teacher Leaders Program

- *Recruitment*– Create intentional structure for diverse candidates to explore opportunities within LPS through practicum experiences, early mentorship, relationship building and learning communities between current LPS teachers of color and teacher candidates of color.
- *Hiring* – Increase the number of teachers of color with a multi-year commitment to LPS through a cohort model with high-quality onboarding, mentoring and year-long support which includes mentorship, training; use traditional and non-traditional forums to evaluate potential.
- *Retention*- Develop teacher-leader opportunities for current teachers of color which enhances their pedagogy, mentorship skills and opportunities for having a stepping stone toward other school leadership opportunities; opportunity for current teachers to demonstrate and develop their leadership abilities, skills, motivation and drive to succeed; opportunity to impact policymaking.

Year One Goals

We believe that by first identifying and developing the leadership of existing teachers of color in the district, we will provide an effective foundation to sustain the support and coaching needed for newly recruited teachers of color.

1. **Strengthen** current diverse teachers' pedagogical, leadership and mentorship skills to position them to be strong supports for a new cohort of teachers and potentially positions them for future leadership roles in teaching and administration.
2. **Ensure** new teachers of color persist and succeed in their first three years of teaching through effective support.
3. **Develop** a community of practice among diverse teachers and teaching and learning environments that are inclusive, culturally sensitive and welcoming for the diverse students, families and communities it serves.
4. **Partner** with the College of Education, UMASS Lowell to recruit outstanding new teachers from diverse backgrounds.

Next Steps

- 1. Complete the 2020-21 fellowship program for the current cohort of diverse teacher leaders and prepare for year two implementation which transitions to supporting a coaching relationship between current diverse teacher leaders and new diverse teacher hires.***
- 2. Implement recruitment activities such as virtual events and targeted outreach to increase the pool of diverse applications submitted for open teaching positions within Lowell.***
- 3. Develop strategic relationships with colleges and universities (such as UMASS Lowell, Salem State University, etc.) to increase practicum opportunities and relationship-building between pre-service teachers and Lowell Public Schools.***
- 4. Develop a “diversity profile” for each school building which will serve as a baseline for measuring and analyzing the efforts of diversity recruitment, hiring and retention at each school.***

Questions?

Contact Us

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